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OFFICIAL ROUTING SLIP					
TO	NAME AND ADDRESS			DATE	INITIALS
1	Executive Director-Comptroller Rm 7D59, Hqs				
2					
3					
4					
5					
6					
	ACTION		DIRECT REPLY		PREPARE REPLY
	APPROVAL		DISPATCH		RECOMMENDATION
	COMMENT		FILE		RETURN
	CONCURRENCE		INFORMATION		SIGNATURE
Remarks: Colonel White - I believe you will find both interesting and gratifying the attached report on the first running of a brand new course for new Agency professional personnel. We have also added the roster of speakers. Since it is a "first" and involves new young people, you may wish to pass these papers to the DDCI and the DCI. R. L. Bannerman Att					
FOLD HERE TO RETURN TO SENDER					
FROM: NAME, ADDRESS AND PHONE NO.					DATE
Deputy Director for Support 7D18, Hqs					
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DD/S 70-1176

24 MAR 1970

MEMORANDUM FOR: Executive Director-Comptroller

Colonel White:

As indicated in his attached memorandum, Hugh Cunningham is now ready to move on the creation of the "School of Intelligence and World Affairs" by consolidation of the existing "Intelligence School" and "School of International Communism". Action on this proposed change had to be suspended when [] was taken ill some time back.

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I intend to approve action to accomplish this change unless you have contrary views.

Administratively, the creation of the new School will be accomplished within the ceiling and average grade authorizations of the Office of Training.

[]

ILLEGIB

R. L. Bannerman

Atts

Memo dtd 25 Feb 70 for DD/S fr DTR, subj:
Creation of a School of Intelligence and World
Affairs, w/its Att and Listing of Positions

ADD/S:JWC/ms (23 Mar 70)

h/w-----"OK. I have advised
the DCI.

Distribution:

Orig - Adse, w/O of Att (DD/S 70-0817) and Listing

/s/LKW

1 - ER, w/o Att

27 Mar 70

1 - DD/S Chrono, w/o Att

1 - DD/S Subject, w/Att and Listing ✓

DD/S 76-0817

25 February 1970

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Creation of a School of Intelligence and World Affairs

1. As we have discussed, I propose to consolidate the functions and personnel of the Intelligence School and the School of International Communism into a single "School of Intelligence and World Affairs," with [] as its Chief and [] as its Deputy Chief. My reasons for doing so include the following:

a. A centrally managed school is better equipped to produce and teach the integrated courses we are in the process of building-- "Intelligence and World Affairs" and the Advanced Intelligence Seminar are two which come most readily to mind--than are two schools, however well they may cooperate and try to coordinate their activities.

b. The USSR and, secondarily, China will for the foreseeable future represent the principal threats to the security of the United States. They will, therefore, continue to be our two main intelligence targets. So in our treatment of world affairs in the Office of Training we will, of course, continue to give them top priority. But we also have to take note of and treat with other pressing world problems which directly affect U.S. interests in the 1970s and beyond. Thus, the change in name from "International Communism" to "World Affairs" is more than a semantic nicety. It accurately reflects the additional effort (not any change in basic emphasis) we will be making to better prepare our people for their careers in intelligence.

c. Combining these schools will permit a more flexible use of instructors. Although instructors from one school are available to assist in the tasks and programs of the other, the realities of bureaucratic compartmentation militate against widespread interchanges of people and ideas.

d. A centrally managed school will also be able to reduce the duplication of routine but necessary administrative chores of the two separate schools as they are now constituted.

2. Implementing this merger will not be a simple task, and we shall need time, patience, and persistence in ironing out the details. For this reason I am anxious to get on with the job--particularly now that John Morrison is completely over his recent illness and is ready to take over. Accordingly, I would be glad to learn that you and Colonel White and the Director concur in this proposal. It will probably also be of interest to the other Deputies, especially Jack Smith.



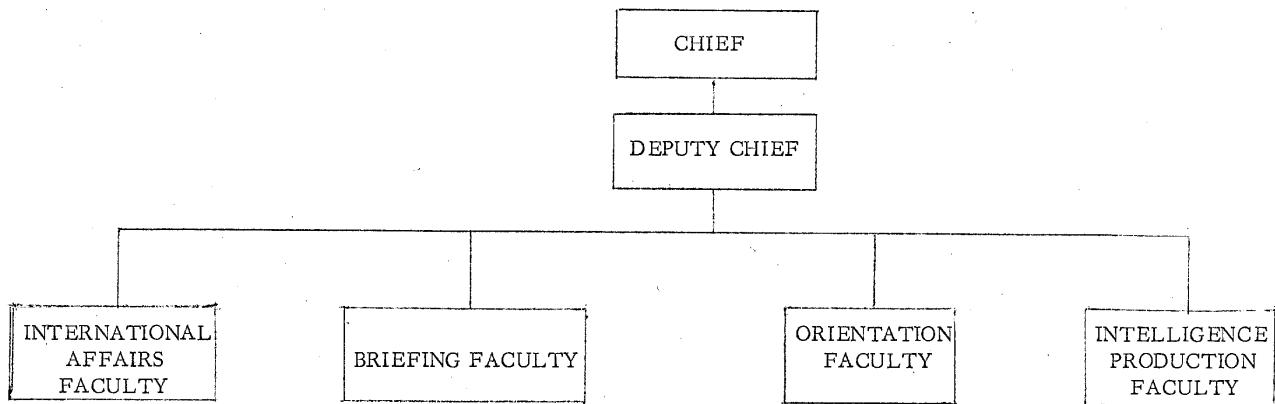
HUGH T. CUNNINGHAM
Director of Training

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Att: Proposed organizational chart

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SCHOOL OF INTELLIGENCE AND INTERNATIONAL AFFAIRS



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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM:

EXTENSION

NO.

Chief, Personnel Branch/OTR

DATE

23 March 1970

STAT

TO: (Officer designation, room number, and building)

DATE

OFFICER'S
INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

RECEIVED

FORWARDED

1. Executive Officer to the
DDS

Attn: Mr. ☐

2. 7D-24 Hqs.

3.

4.

5.

6.

7.

8.

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14.

15.

Attached are two copies of a comparative listing of positions and people involved in the proposed consolidation of the Intelligence School and the School of International Communism, OTR. The new School, which is the subject of DTR's memorandum of 25 February to the DDS, is to be known as the School of Intelligence and World Affairs.

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C/TR/PB

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DTR-4602

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Part I: General

1. Introduction
2. The Course
3. Student Critiques

Part II: Analysis of the 24 Critiques

1. On the Course as a Whole
2. On the Quality of Speakers
3. On Objectivity in the Choice of Speakers
4. On Comparing the New with the Old Approach
5. On Including Coverage of Domestic Issues
6. On Impressions of CIA and OTR as a Result of the Course
7. On Course Management
8. On Evaluations of Individual Presentations
9. On Readings and Seminars
10. On Complaints
11. On Suggestions

Conclusion

Attachment A

Attachment B

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DTR-4602

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6 February 1970

MEMORANDUM FOR: Director of Training

SUBJECT : Course Report, Intelligence and World Affairs
(Part I), No. 1-70, 5-15 January 1970

PART I: GENERAL

1. Introduction: The Career Training Class of January 1970, consisting of 25 male students, began their training on 5 January 1970 with the new five-week course, "Intelligence and World Affairs" (IWA). The course replaces the former two-week "Orientation to Intelligence for CT's" and the three-week course, "The Challenge of World Communism." Part I of the IWA, which takes up the first nine days of the course is, in effect, the replacement for the old "Orientation." This report concerns itself only with Part I and deals with the course, not class performance. No examination was given and no evaluation of individual performance was attempted.

2. The Course: The course was radically different in conception than the one it replaced.

a. It was an orientation (not a familiarization) to a career (not to a specific job) in the US Government (not just intelligence) in the intelligence profession (not just CIA).

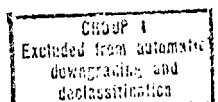
b. It looked beyond the present to the future, to the world of the seventies -- and beyond to a time span embracing a career.

c. It looked to the whole world, not just to that part of the world outside the US.

d. It looked at both domestic and international problems in the context of national goals and priorities.

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e. It aimed at presenting as high-level a course to career trainees as is presented to senior persons, something rare, perhaps unique, in government training programs.

f. It aimed at presenting a variety of viewpoints with a mix of speakers drawn from CIA, from other government agencies, and from the private sector -- business, universities, and private non-profit organizations.

g. The main pedagogical approach used was not the traditional lecture system, but the lecture-discussion method, with students continually involved in dialogue with the speakers.

h. The approach to intelligence was functional rather than organizational, community-wide rather than CIA-centered, selective and exemplary rather than complete in detailed coverage.

3. Student Critiques: Students were asked to write an unstructured critique. No "critique forms" or "checkoff lists" were provided, no length was prescribed, and students were free to sign the critiques or not. They were simply invited to "comment on the course as a whole and on any part thereof." Thus, all specifics mentioned spring from their consciousness rather than from external eliciting.

PART II: ANALYSIS OF THE 24 CRITIQUES

1. On the Course as a Whole: All liked it. It was variously described as "stimulating, interesting, relevant;" "one of the most broadening experiences I have ever received;" and "comparable to some of the best university courses I have had." Two students added a caveat. One thought that "the guest speakers didn't know how to relate their topic to the Agency" and another [] questioned the value of "the heightened awareness developed -- unless this type of instruction is offered at subsequent dates throughout a career."

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2. On the Quality of Speakers: All agreed that, overall, the quality was high. The speakers were described as "a good balance between scholarly and editorial approaches to issues;" "impressing and impressive, of a caliber not matched in any college course I have ever

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known of;" "I cannot recall ever having been subjected to such a dynamic array of lecturers;" "each day I'd shake my head and think 'the next speaker can't be this good,' but he was, and they continued to get better;" "my initial reaction to nearly every lecture presented has been to stand and loudly applaud."

3. On Objectivity in the Choice of Speakers: Many students noted the wide range of opinion expressed by the speakers. All who did commented favorably on it: "I felt involved in each subject and because no single line was presented I was free to examine the problem myself and draw my own conclusions;" "exceptional efforts have been made to give us opposing viewpoints;" "the selection of speakers was most imaginative, the cross-section of views was as close as possible to being comprehensive;" "impartiality."

4. On Comparing the New with the Old Approach: Internals and students who had been briefed by former CT's expected a different course. Several expressed their surprise: "Pleasant surprise and not the dull propounding of the party line which previous CT's had warned of;" "enthusiastically impressed to see a fresh if not radical approach -- my first Agency course which was not so boring as to have half the class asleep by 10 A.M. every day. I wonder why this approach was not tried before;" "never expected it to be as interesting as it was;" "totally unexpected;" "the former rote 'nuts and bolts' approach pales in the exciting sunshine of the new approach;" "far, far superior to the earlier approach. We were required to think rather than memorize. I found myself discussing topics covered during the day while driving home."

5. On Including Coverage of Domestic Issues: Many students commented on this, all favorably, in the following vein: "The whole approach to international relations was new to me, for it was the first time I was presented a course on national affairs and their relationship to the international scene;" "I am now convinced that it is vital that we concern ourselves with the national domestic issues as well as the international ones;" "I recommend that this concept of domestic awareness spread throughout the Agency;" "the faith the current course developers have in the importance of domestic issues in this course is well founded. Too long, people here have seen no connection between domestic problems and foreign policy. This lack of concern was finally recognized and Mr. [] was given the ok 25X1 to develop the course using his conscience as his guide rather than outdated ideas;" "an educated man cannot work for the US overseas until he understands the US at home;" "the Colonels of the Air War College do not get such a pervasive exposure to national domestic problems in their whole year at Maxwell AFB."

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6. On Impressions of CIA and OTR as a Result of the Course: An interesting by-product of the course was its impact on the students' image of CIA and OTR: "I became conscious of the fact that the Agency did not isolate itself from domestic problems, that it could transcend the traditional isolationism associated with the Agency;" "The last two weeks represent my introduction to the Agency. It is a magnificent way to begin. A desire and motivation has been generated which likely could not have been achieved by the more standard methods of instruction. My opinion of the Agency has changed considerably in the past two weeks. Prior to this I had only considered the C.S. to be of significant personal interest. I now find myself terribly interested in the entire complex. Whatever follows I will certainly more easily understand why my project is not always the most important in the Agency;" "The most impressive feature was that it wasn't merely a platform for rah-rah speeches about the Agency and its mission. Exposing us to a wide range of speakers and their organizations reassured me that my original decision to join the Agency was correct, that I wasn't going to be hidden away in a vast bureaucratic monolith out of touch with the rest of society. It also had the pleasant side effect of raising my level of awareness as to the capabilities of the rest of the government;" "it gave me a highly favorable impression of the Agency in general and of OTR in particular;" "a tremendous beginning, Mr. Cunningham;" "a tremendous performance by the Intelligence School;" "The very fact that the Agency provided this type of training has a considerable effect on my image of the Agency as an institution. The Agency is concerned with the same types of things that I am concerned with. The Agency recognizes the interrelationship of domestic and international problems;" "appreciations to Mr. Cunningham who encouraged this new approach and proved that learning can indeed be interesting. It is a fine feeling to know that OTR considers us important enough to go through all the trouble of planning and presenting such a high quality course. It should be continued."

7. On Course Management: Several students commented, all favorably, on various aspects of course management: "good balance;" "having the insight and moxie to manage and carry off this course;" "a sturdy and well-designed structure;" "it is evident that great effort and imagination has entered into the planning and execution of the course;" "well balanced in presenting domestic considerations, foreign subjects, and an introduction to the Agency. This helped to put things in their proper perspective;" "one of the strong points of the course was its use of outside speakers. Another was the usual resort to discussion and not just lecture;" "a vast amount of preparation went into it. None of that effort was wasted on this student;" "general tone outstanding;" "the organization of the course was logical enough to keep the topics in perspective, but was not so restrictive as to stifle wide-ranging discussions;" "impressed with the course philosophy;" "the entire program was very educational, much more so than seminars would have been;" "I felt involved;" "it must have taken quite a bit of bravado

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to attempt to enlist such personages as [redacted]
[redacted] "the quality of speakers and adept organization of the
nine days belies its newness." (!)

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8. On Evaluations of Individual Presentations:

- a. - Number of Presentations 32
- Presentations Ranging from Outstanding 24
to Good
- "So-So" Presentations: student reaction
divided, with an edge of "negative"
over "positive" mentions. (Typical
"negative" characterizations -- dry,
dull, too many figures, typical military
recitation of slides, used circular
reasoning) 7
- Presentations that "Bombed" [redacted] on 1
Computers)

25X1

b. The group of eight who did not measure up to the standard
of the others includes all four substitutes (sent by their
principals) and the three on whose speaking ability I took
a chance, having neither heard nor met them before.

c. The very best, those who provoked an enthusiastic -- at
times lyrical -- response on the part of the students were
the following, ranked in order by number of positive mentions:

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]

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d. Apart from frequency of positive mention, the force of
the comments is an important indicator of audience impact.
The comments on [redacted] role-playing of a black militant
are in a class by themselves. They are worth reading.
(Attachment "A")

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9. On Readings and Seminars: All who mentioned the readings referred to them positively in such terms as "well selected and indispensable background." One suggests further editing to reduce the quantity. Opinion on the value of the seminars was divided. Two-thirds found them of value, the remainder did not. One of the latter preferred that "the time be used to get another interesting speaker instead."

10. On Complaints (With Comments by the Course Chairman)

a. Sins of Omission:

- "No extensive coverage of Southeast Asia."
Comment: This comes in Part II of the course.
- "All areas covered except pollution."
Comment: Originally proposed but turned down. Should be easier now that it has become such a hot political issue in the US.
- "CI conspicuous by its absence."
Comment: Domestic CI covered by FBI, foreign CI in the seminar on collection. Student's father^(sic) CI man in CIA.
- "Not enough time spent on CS."
Comment: Agree. More coming in the next course. Also, no attempt was made to be complete as to coverage of CIA components at this early "orientation" stage; all will have four weeks of C.S. coverage at [redacted] Conversely, coverage of the intelligence and policy community was more thorough in this than in previous courses.
- "A little more attention should be given to the organizational structure of the Agency." Comment: Dictu mirabile!

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b. Sins of Commission:

- "Urbanization of limited relevance to intelligence." Comment: Disagree. Same student thought "too much was made of ONE" at the expense of [] (ONE presentation was film followed by discussion.)
- "Production and Administration blocs low points. Replace by a panel..." Comment: As to production bloc (Bruce Clarke, [], et al), disagree. The "administration" bloc consisted of (1) two substitutes sent by Mr. Bannerman and Mr. Blake and (2) John Maury. Enough said.

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11. On Suggestions:

- a. "I think I would have preferred the CIA/Intelligence presentations before the national framework presentations, especially if I were new." Comment: This is a possibility. There is nothing sacrosanct about the present order.
- b. "There should be more in-depth exploration of the communications field" and again "More attention should be given to communication. Witness our inability to communicate with []" Comment: This is an obvious area for future development, subject only to limitations of time and overall balance.
- c. "Suggest we be introduced to the Director." Comment: Worth considering by higher authority.
- d. "It would be a good idea to periodically recall a class for a five-day seminar of the same nature to keep us abreast of national and world affairs." Comment: Worth considering by higher authority.
- e. "I would like to see more time allotted for each speaker, thereby extending the course for perhaps an additional week." Comment: Beyond my control.

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CONCLUSION

A new Director of Training and a new set of guidelines for orientation (See Attachment "B" for a look at CIA orientations in retrospect) have added up to a radically different course -- a high-quality course enthusiastically received in its first running. The path for the future is clear. All courses are perfectible and the aim must be to make each running better than the last.



Course Chairman

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Acting Chief, Intelligence School

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6 Atts

Excerpts from Student Comments on the Presentation, "Black

Power," by 

CIA Orientations in Retrospect

Student Roster

Course Schedule (2)

Student Critiques

Distribution:

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Attachment "A"

EXCERPTS FROM STUDENT COMMENTS ON THE PRESENTATION,
"BLACK POWER," BY [REDACTED] OSR ANALYST,
IN WHICH MR. [REDACTED] POSED FOR AN HOUR AS AN AUTHENTIC
BLACK MILITANT "TELLING IT LIKE IT IS"

25X1

- "The highlight"
- "The applause for the 'Black Panther' spoke more than I can here. The exercise was valuable for a number of reasons, the most obvious being the first-hand insight into the frustrations of being black and/or dealing with a frustrated belligerent black. Beyond that, however, was another reminder of the need to look beyond and behind the first impression: cross-cultural communication."
- "Outstanding -- we had a chance to see our own reactions in the light of his unveiling."
- "My nominee for the Academy Award. Splendid job of conveying the anger and alienation associated with black militants."
- "A real coup."
- "The O.W. coup was artfully perpetrated on us and was undoubtedly one of the highlights."
- "The extraordinarily effective Black Power session was an experience that I'm sure most of us won't soon forget."
- "The lecture on Black Power had a tremendous impact on me. Mr. [REDACTED] performance warrants an Oscar -- he had the palms of my hands perspiring."
- "Without a doubt, the 'Black Power' confrontation had to be the crusher. This was Mr. [REDACTED] tour de force. After seven days of listening to eminent men tell us that we select few were the future hope of mankind, it was rather humbling to realize that we who understood completely all the subtle nuances of cross-cultural communication would so easily fall back on the same old platitudes used by those whom we so laughingly condemn."

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- "Fantastic job which fooled us to a man. This one set us talking and thinking. A topic which needs all the emphasis possible."
- "Fitting conclusion and example of the quality and impact of the course."

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Attachment "B"

CIA ORIENTATIONS IN RETROSPECT

1. The previous CT Orientation, of which I was also Course Chairman, was heavily criticized by the DTR. I agreed with the criticism. It was essentially the same one I had made in December 1954 when I first joined the "IOC" faculty and characterized that three-week course as an exercise in finding out "who does what" in CIA.

2. Throughout 1953 and 1954, all professionals going into the DDI had received six weeks of orientation on (1) organization, (2) intelligence production, and (3) Communism. Those going into the DDP had received a three-week course on organization and Communism as Phase I of DDP training. In December 1954, the latter course became the Intelligence Orientation Course (IOC) for all professionals. The three weeks of analysis and writing which had been in the DDI orientation became a separate course -- now the ITC. In 1956, the substantive portion of the IOC -- Communism -- was spun off as a separate course in a new School. The IOC was left with organization.

3. The IOC dwindled in prestige and came close to being reduced to a "correspondence course" by the then DTR. It was gradually improved with the addition of instructors from the DDI. But always the orientations remained pretty much "who does what" courses -- the CT Orientation differing mainly in being able to attract somewhat higher-ranking people from the offices to say who does what. Those were the guidelines, that was the conception of what an orientation was. Domestic coverage was out, since we were an "international" agency; substantive coverage was almost completely equated with Communism and that was covered by others; and intelligence production was out, since that was also covered by others. Only good old Waldo Dubberstein and "The American Thesis" exercises relieved the boredom. Yet, it was through this course that all Agency professionals received their first -- and, for many, their only -- impression of OTR. Because it was mandatory for all, it was also the course that swelled the statistics of persons trained by OTR -- the kind of statistics that are always helpful at annual budget time.

4. Happily, all this has now changed and proper attention is being paid to orientation in a manner worthy both of CIA and of the people it attracts.

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